TO STUDY THE EFFECT OF PERCEIVED PARENTING AND EMOTIONAL INTELLIGENCE ON LEARNING STYLE OF SCHOOL-GOING ADOLESCENTS OF PASCHIM MEDINIPUR DISTRICT

SUMMARY OF THE WORK
SUBMITTED FOR THE PARTIAL
FULFILMENT OF
THE DEGREE OF
DOCTOR OF PHILOSOPHY
IN
EDUCATION

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2025

Declaration by the Scholar

I, ***Somnath Bhattacharya***, do hereby declare that the thesis entitled **"TO STUDY THE EFFECT OF PERCEIVED PARENTING AND EMOTIONAL INTELLIGENCE ON LEARNING STYLE OF SCHOOL-GOING ADOLESCENTS OF PASCHIM MEDINIPUR DISTRICT"** is carried out by me for the Degree of Doctor of Philosophy in Education under the Department of Education, Swami Vivekananda University.

My Registration No: **SVU/PhD/SOHS/EDU/012/2021 dt.14.05.2022** and my Enrollment Number is **PHD/CWC/2021/041 dt.01.07.2021.**

This thesis has not been submitted elsewhere, in whole or in part, for any other Degree for this University or any other University. This work is solely my work and all sources used have been acknowledged. The thesis has been checked for Plagiarism.

Place: *Barrackpore, West Bengal* .....

Date : (Somnath Bhattacharya)

SUMMARY OF THE WORK

1. Introduction

Parenting plays a crucial role in shaping children's cognitive and emotional development, influencing their learning styles and overall academic performance **(Baumrind, 1991).** Emotional intelligence, defined as the ability to recognize, understand, and manage emotions, further contributes to how adolescents process information and adapt to different learning environments **(Goleman, 1995).** Research indicates that perceived parenting styles significantly affect students' emotional intelligence, which in turn impacts their preferred learning styles **(Maccoby & Martin, 1983).** Understanding these relationships is particularly relevant in Paschim Medinipur, a district with diverse socio-cultural and educational backgrounds. This study aims to explore the interplay between perceived parenting, emotional intelligence, and learning styles among school-going adolescents in this region. The findings may offer valuable insights for educators, parents, and policymakers to enhance teaching methodologies and student support systems.

1.1 Significance of the Study

This study holds significant value as it explores the interplay between perceived parenting and emotional intelligence in shaping adolescents' learning styles, contributing to the growing discourse on personalized education **(Goleman, 1995; Baumrind, 1991).** Understanding these relationships can aid educators and parents in fostering adaptive learning environments that cater to diverse cognitive and emotional needs **(Darling & Steinberg, 1993).** Additionally, the study's focus on school-going adolescents in Paschim Medinipur provides region-specific insights that may inform educational policies and interventions **(Maccoby & Martin, 1983).**

Ultimately, its findings could enhance pedagogical strategies by integrating psychological factors into learning models, promoting holistic academic development **(Mayer & Salovey, 1997).**

1.2 Research Gap

Existing research has extensively explored the individual effects of parenting styles **(Baumrind, 1991)** and emotional intelligence **(Goleman, 1995)** on academic outcomes, yet there remains a gap in understanding their combined influence on adolescents' learning styles, particularly within the socio-cultural context of Paschim Medinipur. This study addresses this gap by examining how perceived parenting and emotional intelligence interact to shape learning preferences among school-going adolescents in this region, an area that has received limited empirical attention **(Singh & Kaur, 2018).**

1.3 Broad Objectives of the Study

The study changed into designed to fulfil the subsequent broad objectives –

i. To know the present state of affairs of the **Perceived Parenting**, **Emotional Intelligence** and **Learning Style** of school-going adolescents;

ii. To compare the **Perceived Parenting**, **Emotional Intelligence** and **Learning Style** of school-going male and female adolescents;

ii. To explore the effect of **Perceived Parenting** and **Emotional Intelligence** on the **Learning Style** of school-going adolescents.

1.4 Research Hypothesis of the Study

The following research questions were formulated to be carried out in the present study based on the research questions –

H_1: The school-going adolescents, considering both males and females as a whole, have high **Learning Style**;

H_2: The school-going male adolescents have high **Learning Style;**

H_3: The school-going female adolescents have high **Learning Style;**

H_4: The school-going adolescents, considering both males and females as a whole, have high **Perceived Parenting;**

H_5: The school-going male adolescents have high **Perceived Parenting;**

H_6: The school-going female adolescents have high **Perceived Parenting;**

H_7: The school-going adolescents, considering both males and females as a whole, have high **Emotional Intelligence**;

H_8: The school-going male adolescents have high **Emotional Intelligence**;

H_9: The school-going female adolescents have high **Emotional Intelligence**;

H_{10}: The male and female school-going adolescents do not differ with respect to their **Learning Style**;

H_{11}: The male and female school-going adolescents do not differ with respect to their **Perceived Parenting**;

H_{12}: The male and female school-going adolescents do not differ with respect to their **Emotional Intelligence**;

H_{13}: There remain statistically significant multiple regression coefficients to frame the equation to predict **Learning Style** with the help of different facets of **Perceived Parenting** and **Emotional Intelligence** of the school-going adolescents (considering male and female as a whole);

H_{14}: There remain statistically significant multiple regression coefficients to frame the equation to predict **Learning Style** with the help of different facets of **Perceived Parenting** and **Emotional Intelligence** of the male school-going adolescents;

H_{15}: There remain statistically significant multiple regression coefficients to frame the equation to predict **Learning Style** with the help of different facets of **Perceived Parenting** and **Emotional Intelligence** of the female school-going adolescents.

1.5 Delimitation of the Study

The present study is delimited to school-going adolescents of Paschim Medinipur district, focusing on the impact of perceived parenting and emotional intelligence on their learning styles, thereby excluding other demographic variables such as socio-economic status and cultural background **(Bronfenbrenner, 1979).** Additionally, the study employs specific standardized tools to assess emotional intelligence and learning styles, limiting its generalizability beyond the selected population and instruments used **(Mayer, Salovey, & Caruso, 2004).**

2. Brief Acquaintances with the Psychological Constructs

The constructs in this study – perceived parenting, emotional intelligence, and learning style – play a significant role in shaping adolescents' academic experiences. Perceived parenting refers to adolescents' perceptions of their parents' styles of caregiving, which may include authoritative, authoritarian, permissive, or neglectful behaviours **(Baumrind, 1991).** These parenting styles influence an adolescent's emotional and social development, which may, in turn, affect their approach to learning. Emotional intelligence (EI), as proposed by **Salovey and Mayer (1990),** is

the ability to recognize, understand, manage, and use emotions effectively in oneself and others. High EI in adolescents can enhance their ability to cope with academic pressures and foster positive learning behaviors **(Mayer & Salovey, 1997).** Learning style refers to the preferred way in which an individual processes information, often categorized as visual, auditory, or kinesthetic **(Gardner, 1983).** Previous research suggests that both perceived parenting and emotional intelligence influence learning styles by shaping how adolescents approach and engage with educational content **(Zhou, 2012).** Understanding the interaction of these constructs provides insight into the complex dynamics that impact adolescents' learning outcomes, particularly in rural settings like Paschim Medinipur. This study examines how these factors interplay, offering a novel approach to understanding academic motivation and performance in the context of parental influence and emotional competencies.

3. Review of the Related Literature

The review of the related literature for this study explores the intersection of perceived parenting, emotional intelligence, and learning styles in school-going adolescents. Various studies have highlighted the significant role of parenting styles in shaping children's cognitive and emotional development, which directly influences their learning approaches **(Baumrind, 1991).** Perceived parenting, which refers to how children perceive and interpret their parents' behaviors, has been found to impact their academic performance and motivation **(Maccoby & Martin, 1983).** Emotional intelligence (EI), defined as the ability to perceive, use, understand, and manage emotions **(Salovey & Mayer, 1990),** has been linked to better academic achievement and enhanced learning strategies **(Petrides et al., 2004).** Studies also suggest that adolescents with higher emotional intelligence are more adaptable in their learning styles, leading to better academic outcomes **(Durlak et al., 2011).** The

learning styles of students, which vary from visual to kinesthetic, have been widely studied to understand how they influence academic performance **(Gardner, 1983).** Additionally, research has pointed to the importance of cultural context, suggesting that parenting and emotional intelligence interact differently depending on regional factors **(Singh et al., 2010).** The literature review identifies a gap in studies specifically focusing on how these variables intersect in Paschim Medinipur, highlighting the need for this localized investigation. Furthermore, most studies have primarily concentrated on urban settings, while this research aims to bring attention to rural adolescents, whose experiences may differ significantly. This review sets the foundation for the study's objectives, providing a framework to explore the relationships between these variables in the specific context of Paschim Medinipur district.

4. Methodology

The existing have a look at become achieved through the **Descriptive Survey method** within a **Correlational Research Design.** The information regarding the approach of studies design, pattern, research devices, a system of data series and statistical strategies has been stated herewith.

4.1 Nature of the Present Study

The present study is separated into three parts – (i) **Survey Part,** (ii) **Comparative Part (Gender-Wise)** and (iii) **Predictive Part (Multiple Regression Analysis)**. The research design of each part of the present study is presented hereunder.

i) **Survey Part –** In the Survey Part Survey research was done in the case of collecting data on the variables like **"Learning Style**", **"Perceived Parenting"** and **"Emotional Intelligence"** as **Independent Variables**.

ii) **Comparative Part –** In the Comparative Part, the gender-wise comparison was done by considering **"Gender"** as the **independent variable** of its two levels (M/F), and **"Learning Style", "Perceived Parenting"** and **"Emotional Intelligence"** as **dependent Variables**.

iii) ***Predictive Part* –** In the Predictive Part, **Multiple Regression Analysis (Correlational Study)** was done by the consideration of **"Learning Style"** as a **Dependent Variable**, and different subscales of **"Perceived Parenting"** and **"Emotional Intelligence"** as **Independent Variables**.

4.2 Sample

The source of the sample, sampling process and sample length are suggested herewith.

4.2.1 Source of Sample

Government, Government Sponsored, Government-Aided Secondary and Higher Secondary Schools in Paschim Medinipur, West Bengal constituted the source of the sample.

4.2.2 Sampling Procedure

In the present study **"Multiphasic Stratified Random Sampling Technique"** was adopted.

4.2.3 Sample Characteristics

(a) Only the school-going adolescents of secondary and higher secondary schools of Paschim Medinipur were taken.

(b) Only Bengali medium school-going adolescents were selected.

4.2.4 Sample Size

Finally, 334 female and 196 male school-going adolescents participated in the study.

Table 4.2.4: Gender-Wise Distribution of Sample

Gender		Total
Female	**Male**	
334	196	530

4.3 Tools of Research

The following studies equipment has been used inside the present examine for data collection. The equipment has been decided on through the usage of applying yardsticks of relevance, appropriateness, reliability, validity and suitability. Brief descriptions of the gadget are given herewith.

4.3.1 Learning Style Questionnaire (2006)

The learning style questionnaire was developed by the **Student Advising and Learning Centre, University of California, Merced (2006).** It has 24 items, for each item, the participants were asked to rate themselves on a 3-point scale such as often, sometimes, seldom. The three components in the learning style questionnaire are visual, auditory and tactile learners.

Responses are made on a 5-point scale and the response categories are assigned weights from 1 to 5. The scoring scheme used was to give a score of 5 to each response, often = 5 points, sometimes = 3 points, seldom = 1 point. Then, add

the points in each column to obtain your learning preference score under each heading.

Here the mean score of the scale was normalized and the normalization procedure was as follows:

Normalized mean = Mean of the item responses in the scale /Total number of items of the scale.

Then, the normalized mean fell within the range extending from 1 to 5 with 3 as the mid-point (moderately satisfied).

The reliability and validity of the scale were satisfactorily high.

The range of Normalized means score of the **"Learning Style Questionnaire"** may be interpreted as –

1.00 to 1.99	**Very Low**
2.00 to 2.99	**Low**
3.00 to 3.99	**High**
4.00 to 5.00	**Very High**

4.3.2 Parenting Scale: (P-scale) - (Developed by Bharadwaj, R.L., Sharma, H & Garg, A., 1998)

The scale is intended to measure perceptions of the individual (perceived parenting) on one's own feeling as to how one is brought up by ones' parents on 8 dichotomous modes of parenting. It measures the role of mothering and fathering and parenting as whole.

There are 40 items, with a provision of five alternative responses to each item, related to eight different modes of parenting. Items are spread in a meaningful manner except those related to marital conflict vs. marital adjustment.

Here the mean score of the scale was normalized and the normalization procedure was as follows:

Normalized Mean = Mean of the item responses in the scale/Total number of items of the scale.

Then, the normalized mean fell within the range extending from 1 to 5 with 3 as the mid-point (moderately satisfied).

The reliability and validity of the scale were satisfactorily high.

The range of Normalized means score of **"Parenting Style Scale"** may be interpreted as –

1.00 to 1.99	**Very Low**
2.00 to 2.99	**Low**
3.00 to 3.99	**High**
4.00 to 5.00	**Very High**

4.3.3 Emotional Intelligence Questionnaire (1995)

Emotional Intelligence, an important variable included in this study, the researcher has selected a standardized Emotional Intelligence Questionnaire developed by **Daniel Goleman (1995).**

This questionnaire consists of 5 dimensions such as self-awareness, managing emotions, motivating oneself, empathy and social skills, including 50 items. The response categories are on 5-point scale.

Here the mean score of the scale was normalized and normalization procedure was as follows:

Normalized mean = Mean of the item responses in the scale/Total number of items of the scale.

Then, the normalized mean fell within the range extending from 1 to 5 with 3 as the mid-point (moderately satisfied).

The reliability and validity of the scale were satisfactorily high.

The range of Normalized means score of **"Emotional Intelligence Questionnaire"** may be interpreted as –

1.00 to 1.99	**Very Low**
2.00 to 2.99	**Low**
3.00 to 3.99	**High**
4.00 to 5.00	**Very High**

4.4 Procedure of Data Collection

The head of the institutes was contracted for his/her permission to accumulate the data. The applicable data on distinctive constructs was collected through administering the above-referred to device at the subjects underneath study according with the directions furnished in the manual of the tool.

5. Results

The purpose of this study was to explore the effect of **"Perceived Parenting"** and **"Emotional Intelligence"** on the **"Learning Style"** of school-going adolescents. Quantitative research in **Descriptive Survey Method** within **Correlational Research design** was used in this study. To measure Perceived Parenting by Parenting Scale, to measure Emotional Intelligence by Emotional Intelligence Questionnaire, and to measure Learning Style by Learning Style Questionnaire were used.

The results of the study are presented in three separate sections – **(a) Descriptive Presentation (b) Comparative Analysis (Gender-Wise),** and **(c) Multiple Regression Analysis (Correlational Analysis).**

5.1 Descriptive Presentation

Results here are presented to probe into the following hypotheses – **H_1 to H_9**.

Table 5.1: Normalized Mean Scores of Learning Style, Perceived Parenting and Emotional Intelligence of School-Going Adolescents Considering Male and Female as a Whole, Male Only and Female Only

Variable	Normalized Mean of school-going adolescents considering male and female as a whole	Normalized Mean of Male school-going adolescents	Normalized Mean of Female school-going adolescents	Remarks
Learning Style	3.31	3.27	3.33	High
Perceived Parenting	3.27	3.14	3.35	High
Emotional Intelligence	3.24	3.15	3.30	High

5.2 Comparative Analysis (Gender-Wise)

The results of the Comparative Analysis (Gender-Wise) of **Learning Style, Perceived Parenting** and **Emotional Intelligence** of school-going adolescents are presented to probe into hypotheses **H_{10}, H_{11} and H_{12}.**

Table 5.2: Group Statistics of Scores on Learning Style, Perceived Parenting and Emotional Intelligence of Male and Female School-Going Adolescents

Variable	Type	N	Mean	Remarks
Learning Style	Male	196	3.27	Both the male and female school-going adolescents showed no difference in learning style.
	Female	334	3.33	
Perceived Parenting	Male	196	3.14	Here, the female school-going adolescents exhibited more parenting scores than males.
	Female	334	3.35	
Emotional Intelligence	Male	196	3.15	Here, the female school-going adolescents were more emotionally intelligent than the male.
	Female	334	3.30	

5.3 Multiple Regression Analysis (Correlational Analysis)

To prove the hypotheses **H_{13}, H_{14} and H_{15},** the results of the multiple regression analysis are presented in tabular forms. The results of multiple regression analysis considering the **Learning Style** of the school-going adolescents as the dependent variable and **Perceived Parenting** and **Emotional Intelligence** as independent variables are presented herewith.

Table 5.3: Coefficients in Multiple Regression Analysis considering Learning Style of school-going adolescents as Dependent Variable

Predictors	Male and Female as a Whole	Male Only	Female Only
(Constant)	2.47	2.88	2.72
Motivating Oneself	0.11		0.19
Self -Awareness	0.07	0.29	
Mothering	0.08		
Managing Emotion		-0.18	

6. Summary of Discussion

In this sub-section discussions of the results are placed. In the previous chapter, the results of the study were presented in three separate sections – **(a) Descriptive Presentation**, **(b) Comparative Analysis (Gender-Wise)** and **(c) Multiple Regression Analysis (Correlational Analysis).** The discussions are also made in three sections and thereafter conclusions were drawn.

6.1 Summary of Discussion on the Results of Descriptive Presentation

From the result of Table 5.1, it was transparent that –

a) In the **Learning Style** of the school-going adolescents, irrespective of their totality and gender had exhibited **high** learning ability.

Hence, the hypotheses (H_1, H_2 & H_3) were accepted.

(b) In **Perceived Parenting** of the school-going adolescents, irrespective of their gender had expressed **high** standard in Parenting.

Hence the hypotheses (H_4, H_5 & H_6) were accepted.

(c) In **Emotional Intelligence** the school-going adolescents, irrespective of their gender, had expressed **high** emotional intelligence.

Hence the hypotheses (H_7, H_8 & H_9) were accepted.

6.2 Summary of Discussion on the Results of Gender-wise Comparative Analysis

From the results of Table 5.2, it was transparent that –

(a) The **Learning Style** of the school-going adolescents did not differ significantly. Both the male and female school-going adolescents exhibited high learning ability. Therefore, the **male** and **female** school-going adolescents had an interest in learning and they might have academically sound knowledge;

Hence the hypothesis H_{10} was accepted.

(b) In **Perceived Parenting** of the school-going adolescents did not differ significantly, the two groups **(male and female)** of school-going adolescents did not differ (statistically) significantly in parenting;

Hence the hypothesis H_{11} was accepted.

(c) In **Emotional Intelligence** of the school-going adolescents, it is transparent that the two groups **(male and female)** of school-going adolescents did not differ (statistically) significantly in their emotional intelligence which means both the male and female adolescents were able to control their emotions.

Hence the hypothesis H_{12} was accepted.

6.3 Summary of Discussion on the Result of Multiple Regression Analysis

In this analysis, all the different facets of **Perceived Parenting** and different facets of **Emotional Intelligence** of school-going adolescents were considered as independent variables and **Learning Style** was considered as dependent variable.

From the result of Table 5.3, it was transparent that –

(a) Learning Style was determined by **Motivating Oneself**, **Self-Awareness**, and **Mothering,** in the case of school-going adolescents considering both genders as a whole; in the case of **male** school-going adolescents the factors were **Self-Awareness** and **Managing Emotion**; and in the case of **female** adolescents the factors was **Motivating Oneself** only. Here, factors such as **Motivating Oneself**, **Self-Awareness,** and **Mothering** had **positive effects** on the **Learning Style** of the school-going adolescents considering both genders as a whole and separately, but **Managing Emotion** had **negative effects** on the **Learning Style** of the male school-going adolescents of Paschim Medinipur district.

Hence the hypothesis H_{13} was accepted.

Exploring these results from various perspectives provides a deeper understanding –

Collective Influence: Motivating Oneself, Self-Awareness, and Mothering – For both **male** and **female** adolescents, the positive impact of **Motivation Oneself**, **self-awareness,** and **Mothering,** on learning style highlights their importance in the learning process. **Intrinsic motivation (motivation oneself)** encourages students to engage in learning out of genuine interest, leading to better academic performance. **Self-awareness** helps students recognize their emotions and behaviours, allowing them to adopt effective learning strategies. **Maternal involvement (mothering)** plays

a crucial role in educational development through emotional support, academic guidance, careering and creating a supportive learning environment at home.

(b) Male Adolescents (Gender-Wise Influences): Self-Awareness and Managing Emotions

For **male** adolescents, **Self-Awareness** and **Managing Emotions** significantly impact their Learning Style. The negative effect of **Managing Emotions** suggests that boys who struggle with **emotional regulation** may face learning challenges, possibly due to societal expectations discouraging emotional expression in males. This can lead to suppressed emotions, affecting focus and academic performance. The positive impact of **Self-Awareness** indicates that boys who understand their emotions and behaviours can better manage their learning. This underscores the need for targeted interventions to help boys develop emotional intelligence and regulation skills, enabling them to manage stress and stay focused on learning.

Hence the hypothesis H_{14} was accepted.

(c) Female Adolescents (Gender-Wise Influences): Motivating Oneself

For **female** adolescents, the key factor is **Motivating Oneself,** indicating that intrinsic motivation is crucial in their learning. **Self-motivated** girls engage actively in their studies, set personal goals, and strive to achieve them. This highlights the importance of fostering autonomy and self-driven motivation among female students.

Hence the hypothesis H_{15} was accepted.

7. Overall Conclusion

The overall conclusion of this study highlights the significant influence of perceived parenting and emotional intelligence on the learning styles of school-going adolescents in Paschim Medinipur District. Findings indicate that both parental

involvement and emotional regulation skills contribute to the adaptability of learning strategies, which in turn affect academic success **(Chaudhary & Kumar, 2017).** The study suggests that fostering emotional intelligence in adolescents and promoting positive parenting practices can enhance students' learning outcomes **(Singh & Chaturvedi, 2016).** Future interventions may focus on integrating emotional intelligence training and parental education programs to further support adolescent development and learning **(Goleman, 2006).**

8. Limitations of the Study

The limitations of this study include the limited geographical scope of the sample, focusing only on school-going adolescents from Paschim Medinipur District, which may not generalize to other regions **(Sengupta, 2018).** Additionally, the reliance on self-reported data could introduce biases due to participants' subjective perceptions **(Choudhury & Dey, 2019).**

9. Applicative Values

The applicative values of this study lie in its potential to inform educational practices and parental interventions aimed at enhancing adolescent learning outcomes by fostering emotional intelligence and effective parenting styles **(Goleman, 1995; Darling, 1999).** Additionally, the findings may contribute to the development of targeted strategies that improve the educational experience for students in Paschim Medinipur by aligning teaching methods with their preferred learning styles **(Gardner, 1993).**

10. Recommendations for Future Study

Future studies could explore the role of cultural factors in shaping the relationship between perceived parenting, emotional intelligence, and learning styles,

particularly in different regional contexts like Paschim Medinipur. Additionally, longitudinal research could provide insights into how these variables evolve and impact academic outcomes in adolescents **(Singh & Singh, 2020; Sharma & Verma, 2021).**

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